

## HARDEEVILLE ELEMENTARY

150 Hurricane Alley  
Hardeeville, S.C. 29927

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	768 Students	
<b>Principal</b>	Rechelle Anderson	843-784-8400
<b>Superintendent</b>	Dr. Vashti Washington	843-717-1100
<b>Board Chair</b>	Michael Hubbard	843-784-2654

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>At-Risk</b>	<b>Good*</b>
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	Below Average

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

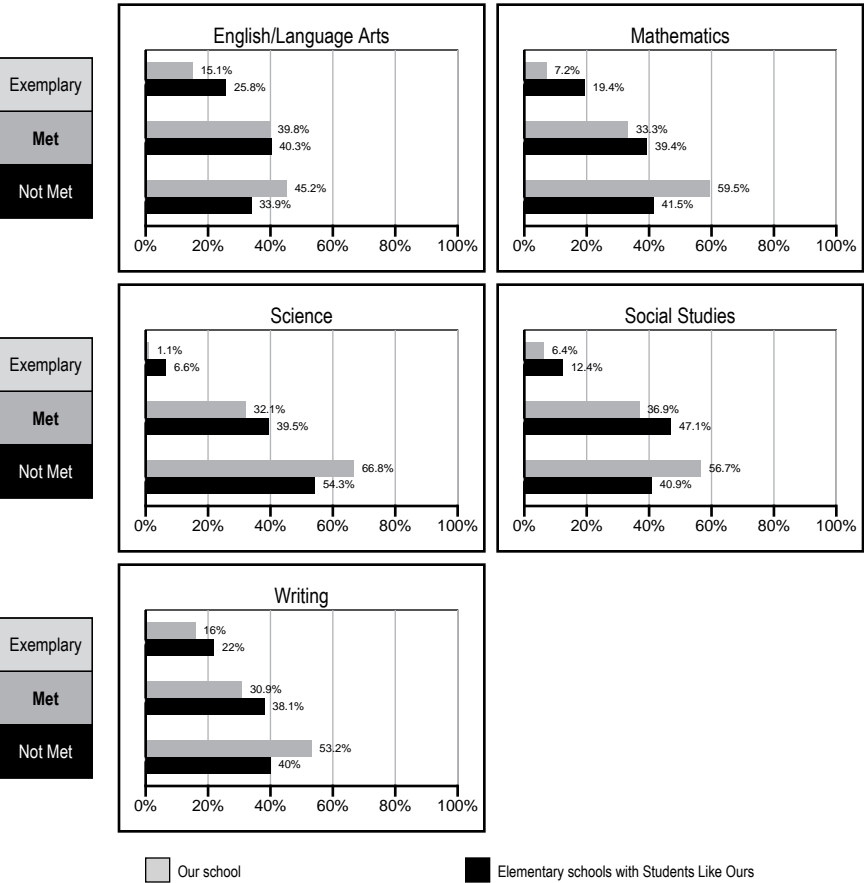
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	98	57	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=768)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 91.5%	100.0%	100.0%
Retention rate	0.3%	Down from 1.9%	1.5%	1.2%
Attendance rate	99.9%	Up from 94.5%	95.8%	96.1%
Eligible for gifted and talented	3.3%	Up from 2.3%	4.9%	11.7%
With disabilities other than speech	7.3%	Up from 5.7%	8.5%	8.0%
Older than usual for grade	1.5%	Down from 1.8%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	56.3%	Up from 46.9%	60.0%	60.5%
Continuing contract teachers	58.3%	Up from 49.0%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 5.9%	0.0%	0.0%
Teachers returning from previous year	73.3%	Up from 70.2%	84.2%	87.0%
Teacher attendance rate	98.9%	Up from 95.2%	95.4%	95.4%
Average teacher salary*	\$45,439	Down 0.9%	\$45,423	\$47,288
Professional development days/teacher	8.3 days	Up from 6.9 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 16.5 to 1	17.4 to 1	19.2 to 1
Prime instructional time	98.0%	Up from 88.4%	90.4%	90.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$7,276	Down 4.1%	\$8,475	\$7,548
Percent of expenditures for instruction**	70.6%	Up from 64.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	62.4%	Up from 58.3%	62.6%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

2009-2010 was a busy year at Hardeeville Elementary. We continue to work hard to improve student achievement.

In grades pre-kindergarten through first, a phonics program was instituted. Each of the classrooms received a television and a DVD player to show the Reading Revolution/Fletcher's Place program. All three grades are using the program.

We continue to work with data to inform instruction. Our data room displays student test scores several times during the school year. Grade levels meet in the room to discuss student progress and share instructional strategies.

This year we had the addition of an instructional coach who worked with our teachers on writing and math. She met with grade levels weekly to discuss new techniques and share information.

Our music department presented a third grade holiday play and the children participated in the community Christmas parade. The play was presented to the parents at a PTO meeting as well. All grades participated in a holiday concert, Black History assembly, and end of year concert. Our art department presented a spring display of student work in conjunction with the spring performance for parents.

The physical education department offered an after-school soccer program in the fall and an after-school basketball program in the spring. The program uses the school facilities but is supervised by volunteer teachers, staff members, and parents. The coaches also organized activities for field day during the last week of school.

The accreditation team of six South Carolina administrators visited the school in April. They received a tour from our student council members and a presentation from our teacher chairs. They visited many classrooms. The oral report praised our staff for implementing differentiated instruction, our students for goal-setting and charting progress, and our administration for routinely communicating in many ways with stakeholders. We were notified that we received accreditation in May.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	64	52
Percent satisfied with learning environment	13.2%	68.8%	71.2%
Percent satisfied with social and physical environment	23.7%	76.6%	68.6%
Percent satisfied with school-home relations	15.8%	84.1%	69.2%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 19 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.5%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	300	93.7	44.4	40.1	15.4	72	64.9	83.5	Yes	Yes
<b>Gender</b>										
Male	162	90.1	48.6	38.5	12.8	66.9	60.6	80.1	N/A	N/A
Female	138	97.8	39.7	42	18.3	77.9	69.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	32	93.8	40	33.3	26.7	76.7	76.1	89.6	I/S	I/S
African American	158	94.3	49.3	38.2	12.5	72.2	61.1	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	107	93.5	38.8	44.7	16.5	70.9	70.3	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	41	56.1	77.8	19.4	2.8	30.6	27	51.7	I/S	No
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	104	93.3	39.6	43.6	16.8	70.3	69.5	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	247	92.7	44.9	40.6	14.5	70.9	63.7	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	300	97.7	58.6	34.2	7.2	55.8	53.5	80.4	No	Yes
<b>Gender</b>										
Male	162	96.3	57.1	36.7	6.1	56.5	51.1	78.4	N/A	N/A
Female	138	99.3	60.3	31.3	8.4	55	56.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	32	96.9	50	40	10	63.3	69	87.8	I/S	I/S
African American	158	98.7	63.2	30.6	6.3	52.1	47.5	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	107	97.2	53.9	38.2	7.8	58.8	62.5	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	41	87.8	N/A	N/A	N/A	40	28	46.1	I/S	No
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	104	97.1	53	39	8	59	62.3	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	247	98	60.1	32.6	7.3	54.9	52.6	72.8	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	196	99	65.7	32.6	1.7	34.3	36.3	67.3
<b>Gender</b>								
Male	110	98.2	62.6	34.3	3	37.4	36.8	66.9
Female	86	100	N/A	N/A	N/A	30.5	35.7	67.7
<b>Racial/Ethnic Group</b>								
White	20	100	N/A	N/A	N/A	33.3	56.6	79.6
African American	102	98	71.1	25.6	3.3	28.9	31.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	72	100	N/A	N/A	N/A	42.3	40.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	27	92.6	79.2	12.5	8.3	20.8	14.3	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	70	100	N/A	N/A	N/A	43.5	39.3	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	168	98.8	65.8	32.3	1.9	34.2	35.3	55.4

<b>Social Studies</b>								
All Students	195	99.5	55.7	37.3	7	44.3	45.4	70.9
<b>Gender</b>								
Male	107	99.1	56	36	8	44	42.2	70.1
Female	88	100	55.3	38.8	5.9	44.7	49.2	71.7
<b>Racial/Ethnic Group</b>								
White	21	100	42.9	47.6	9.5	57.1	57	79.2
African American	105	99.1	61.9	34	4.1	38.1	41.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	67	100	49.2	40	10.8	50.8	51.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	24	95.8	68.2	22.7	9.1	31.8	21.7	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	65	100	50	39.1	10.9	50	50.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	153	99.4	57	36.2	6.7	43	42.8	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	297	97	52.5	31.3	16.2	47.5	46.9	72.1	99.9	99.5
Gender										
Male	159	96.2	59.5	29.1	11.5	40.5	38.4	65.2	99.9	99.4
Female	138	97.8	44.6	33.8	21.5	55.4	56.4	79.2	99.9	99.7
Racial/Ethnic Group										
White	31	96.8	44.8	41.4	13.8	55.2	59.6	80.8	99.9	99.3
African American	156	97.4	51.7	31	17.2	48.3	44.2	59.7	99.9	99.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	99.9
Hispanic	107	97.2	54.9	29.4	15.7	45.1	48.5	64.6	99.9	99.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	73.4	99.9	99.8
Disability Status										
Disabled	40	82.5	N/AV	N/AV	N/AV	12.5	10	27.7	99.9	99.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	105	97.1	54	30	16	46	48.5	63.7	99.9	99.6
Socio-Economic Status										
Subsidized meals	251	96.8	54.9	29.2	15.9	45.1	45.5	61.9	99.9	99.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	92	100	35.7	46.4	17.9	64.3
	4	84	100	36	46.7	17.3	64
	5	81	100	40.8	48.7	10.5	59.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	126	93.7	54	30.1	15.9	46
	4	96	88.5	45.6	40	14.4	54.4
	5	78	100	28.9	55.3	15.8	71.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	92	100	70.2	27.4	2.4	29.8
	4	84	100	37.3	53.3	9.3	62.7
	5	81	100	63.2	35.5	1.3	36.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	126	96.8	71.4	19.6	8.9	28.6
	4	96	96.9	47.8	46.7	5.6	52.2
	5	78	100	52.6	40.8	6.6	47.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	69.8	23.3	7	30.2
	4	84	100	42.1	56.6	1.3	57.9
	5	42	100	N/AV	N/AV	N/AV	48.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	61	100	85.2	11.1	3.7	14.8
	4	94	97.9	56.8	42	1.1	43.2
	5	41	100	N/A	N/A	N/A	41
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	45	100	65.9	29.3	4.9	34.1
	4	83	100	30.7	62.7	6.7	69.3
	5	39	100	64.9	32.4	2.7	35.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	64	100	67.8	23.7	8.5	32.2
	4	94	98.9	48.3	44.9	6.7	51.7
	5	37	100	54.1	40.5	5.4	45.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	90	97.8	67.5	15.7	16.9	32.5
	4	84	98.8	40	46.7	13.3	60
	5	83	97.6	57.1	32.5	10.4	42.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	125	96.8	66.4	20.4	13.3	33.6
	4	93	97.9	40	42.2	17.8	60
	5	79	96.2	46.7	34.7	18.7	53.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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